



16-plus: not sunk, just submerged

Boys and girls now coming to the end of their second term in the lower sixth, were just entering the primary school when the reform of the 16-plus examination was put in hand.

The document does not scrap the 16-plus reform, though Sir Keith managed to give the impression to many of his audience at the Secondary Heads Association that he had postponed it to the Greek Kalends.

This last point, of course, is one of the sticking points: the Secretaries of State want the examination to be designed for the top 60 per cent only.

Comment

Don't call us, we'll call...

Although chief education officers must constitute one of the most efficient Old Boy networks in the business, and half the education service seems to spend half the working year kicking experiences around at conferences, there are still too many gaps in our haphazard old system for passing on information.

For every project which gets a name for results, and then has its work disrupted indefinitely while visitors come tramping through to find out how it ticks, there is another staffed by eager, lonely innovators who have no idea what is being done elsewhere, and are too busy innovating to find out.

Similarly, as policy develops slowly and painfully on dangerous ground like falling rolls of tartan, each i.e. a tent to work through its own expensive mistakes.

As Sir James Hamilton told the Society of Education Officers at its annual conference in 1979, examples of good practice had been shown by HMI to be so patchy that a clearing house to disseminate information would be a useful project for the SEO themselves.

more limited pattern of exams.

So the promulgation (and criticism) of criteria is to continue. The Joint Council set up by the exam boards are to submit their proposed criteria to the Secretaries of State by the end of 1982.

Most of this adds up to a restatement and elaboration of the policy set out by Mr Mark Carls in February 1980, which in turn drew on the Waddell Committee's report, and the previous lengthy and frustrating deliberations of the School Council.

The clue to this ambivalence comes at the very end when Sir Keith and Mr Edwards outline their fall-back position, should they not be satisfied with the criteria.

The time scale implies some further statement in the run-up to the election of 1983 or 1984 if the department acts with break-neck speed when the Joint Council reports, and if there is no change of incumbent at the DES and/or the Welsh Office.

The crux of the 16-plus reform is the comprehensive school curriculum. The present system is unsatisfactory because it arose out of a separate system with GCE for the grammar

schools and CSE for the modern schools. Till the Government can make its mind up about the meaning of secondary education for all, it can never exercise the leadership which is needed to introduce a new dispensation.

Of course, it isn't all that tragic if 12 years prostration becomes 13 - if 1986 becomes 1987 or whenever is the earliest that any new system could be introduced.

What is clear is that this is no way to run a railroad. What the Secretaries of State have done is to show once again that the English and Welsh education systems are beyond the managerial techniques of the politicians who are their ministerial heads.

Over the moon

All right-thinking men and women - as well as supporters of Ipswich Town - must welcome Bobby Robson's plea (page 1) for professional football clubs to be allowed to take a fatherly interest in youngsters of 10.

Mr Robson is surely on target when he claims that children may have developed too many bad habits during these critical middle

years. Bowlby's classic work on early attachment, as well as Lorenz's well-established theory of imprinting, both point up the need for youngsters to "bond" with sympathetic adults in their early years.

Any doubters should recall the words of Lawrie McMenamy, the Southampton manager, who, writing in The TES in 1979, outlined the way in which clubs encouraged individuality and intelligence in their young recruits.

It is tragic that instead of acting urgently to strengthen the public schools, Reagan administration has decided to adopt policies - like cuts in aid for the educationally disadvantaged and tax incentives for private education - which are likely to hasten their collapse.



It follows a plan by Eton College for an Oxfordshire summer school for state school pupils in four surrounding counties: 120 first year boys and 120 second year girls.

America: how the ethnic mix is changing

As Britain's teacher training colleges reverted to their cost, there is something about the science of demography which events planners must receive, or at least be notified, its messages until much too late.

The Boyer thesis is that American policy continues to assume that the schools are predominantly white, middle-class institutions serving a white, middle-class population.

The statistics are startling. Because the baby boom ended sooner than the black, 28 per cent of American whites are of age or younger, while over a third of the black and nearly half of the Hispanic population are 18 or under.

Many of the bigger concentrations of minority pupils are in the great American cities. Yet it is precisely these concentrations which have seen the flight of the middle class groups whose tax dollars are essential to sustain high-quality schools.

To the problems of a declining tax base and the disproportionate increase in the number of minority students must be added the fact that despite its historical mythology, America is even more a country of immigration today than it was at the turn of the century.

Fewer well-off Americans retain a vested interest in a healthy public schools system and the prospect of a tax rebellion against schools has become only too real.

Historically, the American high school was the key integrative institution in a nation of immigration and ethnic diversity. In the 1950s, the demographic trends suggest, the need for such integrative institutions will increase rather than diminish.

"The education officer accepted the position, which was protesting at the loss of a teacher to the nursery. But then, say the parents, we were shocked by his remark. He had the audacity to say that the petition would come in handy to scribble on at a later date."

Sir Keith denies plans to take over finance Councils retain purse-strings

By Sarah Bayliss Sir Keith Joseph, the Education Secretary, has reassured local government leaders that his department is not poised to remove the education service from local government.

There could be an education block grant without any change in the Education Acts and with no reduction in local authority powers.

Insulted' teacher wins sex discrimination case

A woman teacher won a sex discrimination case this week when a tribunal heard she was turned down for head's job after a series of questions about her private life.

None of the questions was put to the male candidates at the job interview. Miss Helen Gates, aged 28, was better qualified and more experienced than any of her rivals.

Mr William Waldron, for the council, agreed that the questions were in "bad taste" and "discriminatory", but said they had only taken up a small part of the interview.

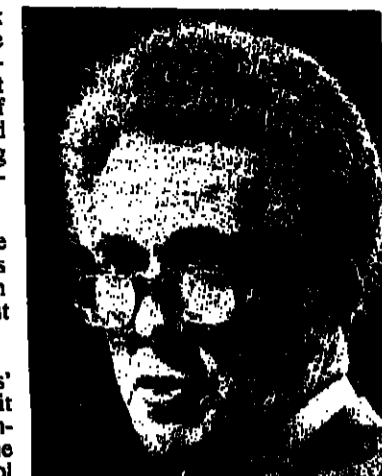
Westminster opens up its sixth form

Westminster, the highly selective independent school in London, plans to open up its sixth form to local people who cannot get the specialist teaching they want at their comprehensive schools.

Dr John Rae, headmaster, said this week the school was trying to raise money to pay the pupils' fees. A would not involve "creaming off" pupils from the maintained sector.

The council also wants teachers' appeals against dismissal to be heard outside the education committee. The proposals have brought strong opposition from teachers, heads and Labour councillors.

"The council tried on Monday to take the scheme through its education committee, but after protests from Labour and teacher members it has been delayed for further talks."



Sir Keith: dispelling fears

Training courses face axe

The Advisory Committee on the Supply and Training of Teachers, meeting at The TES went to press, was expected to agree on a cut of 20 per cent in the target intake of student teachers next year.

Some courses may be guaranteed a longer life, however. The teacher-training sub-committee has recommended that one-year courses in craft, design and technology and business studies - due to end next year to speed up the reality of an all-graduate profession - should continue at least until 1985-86.

One-year music course, though, should cease next year as planned because the shortage of music teachers has been largely met.

New powers for CEO mooted

A Conservative-run local authority wants to give its chief education officer a powerful new say in the sacking of teachers.

The council also wants teachers' appeals against dismissal to be heard outside the education committee. The proposals have brought strong opposition from teachers, heads and Labour councillors.

The council tried on Monday to take the scheme through its education committee, but after protests from Labour and teacher members it has been delayed for further talks."

Adult education to get new look?

A radical 20 year plan for a comprehensive system of adult education is outlined in a report published this week by the Advisory Council for Adult and Continuing Education.

Birmingham hopes early retirement move will help ease jobs cut

An early retirement scheme for teachers has been made more attractive by Birmingham education authority to help it achieve a massive cut of 670 teachers' jobs in the coming financial year.

To entice more applicants the authority has agreed with teachers' unions that a teacher aged 50 can retire early and get seven years enhanced pension rights.

Union rejects TUC levy plea

The National Union of Teachers has decided not to support a TUC plea for a levy to help fight the Government's controversial Employment Bill - despite the fact its Scottish counterpart, the Educational Institute of Scotland, is to pay £5,000.

Under the TUC plan for a levy of 10p per member to help fight the Bill, the NUT would have had to pay £25,000.

The Labour controlled authority, which puts all the blame at the door of central government and a reduced rate support grant, has agreed there will be no compulsory redundancies.

Peace nominee

The Council for Education in World Citizenship has been selected as the United Kingdom nominee for the UNESCO International Peace Prize.

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However it has warned that if voluntary redundancies do not materialize and if the teachers' pay claim goes above 4 per cent then sackings are on the cards.

Mr Ron Cocking, head of a Birmingham junior school and national treasurer of the National Association of Schoolmasters/Union of Women Teachers, said this week there would be immediate action if compulsory redundancies were made.

The Young Scientist Investigates

The Young Scientist Investigates is a new science course designed to provide a practical introduction to science for junior school children, and to help them develop scientific awareness.

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Platform

Sir Keith Joseph is not alone in his doubts about the new examination proposals. George Walker says it would bring relief all round to accept that it will never happen

16-plus: is it dressed to kill?

Even the Emperor himself must have been relieved when the pretence about his clothing was brought to an end, because there could be benefit all round in revealing the obvious about the 16-plus examination proposals.

extended to 17 the position of 16-plus exams could look very strange indeed. The second factor, and a really alarming one for those of us in comprehensive schools, is the deliberate restriction of the new exam system to only 60 per cent of the ability range.

at £29 for every fifth-former and £27.70 for every sixth-former in his Warwickshire authority. At a time when every other conceivable cost to the service is being pruned, the public examination bill has been allowed to run out of control - into five figures for secondary schools of any size and approaching their total capitation allowance for 13-18 or 14-18 schools.

are inseparable. This is so obvious to anyone who has taught in a secondary school that one wonders how it continually escapes those who formulate national policy. What is the purpose of the Nuffield Foundation and the Schools Council supporting new science projects that encourage pupils to behave like scientists when the Joint Council's criteria for science make them behave like uncritical memory-banks?

schools and that the extent of mismatch will progressively widen. What we need is a professor for curriculum and examination with anyone heard from Great Britain recently?

Richard Garner tells an everyday story of negotiating folk Rocky road to arbitration

Determined opposition by government representatives to any pay offer in excess of their 4 per cent cash limit for wage increases in the public sector was what finally led to the teachers' pay claim for a rise in line with inflation going to arbitration.

By the following Tuesday, 22 of the 44 county councils had done likewise and a meeting of the management panel had been arranged for the following Thursday, March 18.

the DES had forced the ACC to turn to the AMA as an ally - whereas, at the start of this series of meetings, relations had seemed too sour between the two of them for such an agreement to be made.

It is unlikely that a hearing before the arbitrators will take place before the end of April at the earliest - with the result not being announced until the middle of May.

The decision to go to arbitration after 10 hours of deals, counter-deals and behind the scenes talks a meeting last Thursday of the management committee, which negotiates teachers' pay, the two sides met only twice and then only for a total of about 45 minutes before agreeing to arbitration.

This week action was still continuing in three local education authorities - Lincolnshire, mid-Glamorgan and Clywd. In mid-Glamorgan, this was because the authority had docked the pay of NAS/UWT members who had insisted on taking their holiday during the week when the authority ordering schools to remain open because of time lost during the winter.

Programme of dreams



Worn out by hardware and software, Andrew Keel, of Portway comprehensive school, Bristol, takes a short break from the school's 24-hour computer "work-in" last week. The effort by thirty-two children and three staff raised £450 for new equipment, and kept eight keyboards going non-stop on exam projects.

New NUS chief predicts peaceful approach for 80s

Mr Neil Stewart, the new president of the 1.2 million-member National Union of Students, has forecast a more peaceful and sophisticated approach by students to solve their problems - through enlistment of public sympathy rather than campus confrontation.

The conference has voted in favour of compulsory secret ballots to be held on the campus for the election of delegates attending the union's annual conference. Mr Stewart is a member of the Labour Party and the Scottish representative on the NUS executive.

Even before Sir Keith Joseph's speech to the Secondary Heads Association this week, you did not need especially powerful educational antennae to pick up all the familiar signs of impending stalemate and a slow, sorry retreat back to the status quo. The two political extremes never were convinced about it. To the Right the proposed amalgamation of CSE and GCE smelted of declining standards while the Left was largely committed to dismantling the entire edifice of public exams.

For those hard-pressed teachers who have found the time to read them carefully, the final betrayal has been the mediocrity of the draft national criteria that have been published recently by the Joint Council's working parties. In some cases, these are so bad that one concludes that anyone with real ability and expertise in the field must have boycotted the whole exercise.

Alas, it is not easy to see what can be salvaged from the present mess (those who fought for N and F are still trying to rescue parts of that) but before we rush into some new initiative let everyone concerned sit down to mull over three important lessons:

● No examination system for schools will succeed unless it incorporates a large measure of involvement by the teachers. There has been a strong political lobby associated with the 16-plus proposals determined to minimize the extent of school-based assessment. This, in turn, has gained popular support through a widespread misunderstanding of the function of teachers in Mode 3-CSE examinations. Two important questions come to mind. Why are we so reluctant in this country (in comparison with many others) to trust the judgment, honesty and impartiality of our teachers and, when you think about it, is there really any difference in the system of awarding Mode 2-CSE grades and classifying the most prestigious of British academic awards - the university degree?

When I have won my belief invest the winnings in a fund of assessment. Its organization should be local - no wider than the school and it will comprise a criterion-referenced graded-out pupil statements. It will be modest and it will not demand the school's organization for half a year. Every single pupil will have a right to participate and every test will be validated by a representative body which has appropriate experience in the curriculum development and assessment. We seem to have arrived in Great Portland Street.

George Walker is head of Cavendish School, Hemel Hempstead, Herts.

In practice, though, consensus usually emerges from the middle, in this case the majority of teachers and parents whose frustration with the overloaded and divisive separate system had fuelled the common exam movement. But now that the crucial period of consultation has started much of that crusading zeal has been dissipated - some would say betrayed.

These reasons behind this change of heart are not hard to identify. The most significant, though taking the longest to affect, is the thinking of teachers themselves fed on a rich diet of public exam papers since they were 16. Is the growing suspicion that nobody really uses the results of this massive, expensive national jamboree. Parents have not yet caught on to this but if the period of compulsory educating/training is effectively

● A curriculum and its assessment

● However, teachers' leaders know, privately, that some members of the AMA were unhappy with the line they had taken during the current negotiations. For this reason, the National Union of Teachers agreed to exempt any local public plea that it was in favour of the pay claim going to arbitration from the sanctions. The traditionally moderate Assistant Masters and Mistresses Association followed suit although the National Association of Schoolmasters/Union of Women Teachers decided to instruct its members to ban lunch-time supervision everywhere.

Within a few days, the AMA education committee, which reports to the 104 local education authorities in England and Wales, had met and pledged itself in favour of arbitration.

When the management panel was set up on Monday 22nd, the ACC agreed to offer 4.5 per cent - but both the AMA and the DES combined to outvote that. The AMA believed this was too low, the DES believed it was too high.

Eventually, when the ACC began to realize that any new pay offer it suggested would be vetoed by the DES representatives, its members met in secret conclave with the AMA and agreed to offer 5.9 per cent.

Significantly, the ACC also agreed with the AMA that the claim should go to arbitration if - as was certain - the DES vetoed this offer and refused to allow it to be put on the table. In effect, the intransigence of

the surprise turn-around by the Labour group which previously supported the merger. The latest change by the Labour group came after a meeting of the Education Services Committee last week failed to ratify any of its motions for or against the merger.

The matter had been referred to the committee in spite of a majority vote by the Education Services sub-committee to support council's policy in favour of a merger.

Whether the report will lead to a complete change in the composition of the appointment panel set up to choose a new principal for the newly created institution. So far the panel's only action has been to reject a motion seeking to promote Mr Eric Robinson, principal of Bradford College, as the only applicant in spite of applications from 35 other candidates.

Labour backdown clinches college merger

By the following Tuesday, 22 of the 44 county councils had done likewise and a meeting of the management panel had been arranged for the following Thursday, March 18.

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Call to retain RE's examination status

The National Religious Education Council of England and Wales has rejected the suggestion by the Select Committee on Education, Science and Arts that it might no longer be advisable to regard religious education as an examination subject.

The council would also like to see the Secretary of State for Education given powers to ensure that religious education is provided in a school, as the 1944 Education Act prescribes.

Mr Howard Marratt, chairman of the council and academic registrar at the West London Institute of Higher Education, said this week that in falling to listen to the views of any RE teachers - though what maths was under review teachers were interviewed - the committee was obliged to rely on the evidence of church representatives on this state of RE in county schools.

This is a disgrace to the opinion of Cardinal Francis Ruffini, Catholic Archbishop of Westminster, who told the committee that when he was teaching the subject at Appleford, the Roman Catholic boys' public school, he could never really decide

Welfare reply to truancy

The school leaving age, which is lowered as the law on truancy is difficult to enforce and no longer in public support, claims a chief of welfare officer.

Mr Glyn Rowlands, chief of welfare officer, said in the latest issue of the National Association of Social Workers' journal that the law on truancy should be reviewed.

He said that the law on truancy should be reviewed and that the school leaving age should be lowered as the law on truancy is difficult to enforce and no longer in public support.

Same rate

Humberdale has reduced tuition fees for students under 18 to full-time employment. Students pay the same subsidized rates as those who are unemployed and are unable

Advertisement for Renfield Securities featuring a table of loan repayments and contact information. The table shows monthly repayments for different loan amounts and terms.

Richard Garner reports from the annual conference of the Secondary Heads Associations

### Legal expenses for heads have increased 78-fold

Head teachers are facing growing conflict, aggression and hassle in tackling the day-to-day problems in their schools, Mr Geoffrey Goodall, President of the Secondary Heads Association, said in his address to the association's annual conference at Exeter University.

Speaking to members of the 3,500-strong association, he said the amount of money spent on legal defence work for heads had increased by 78 times in the past six years from £286 a year to £22,000 - and was still growing.

He added: "In 1981 as many as seven heads were under threat of dismissal, sometimes on very dubious grounds.

"Grievance procedures abound, prosecutions, industrial tribunals, governors' hearings, solicitors' letters, defamation in the press, even physical assault on heads - all add up to complete a picture of growing conflict, aggression and hassle."

Head teachers expected school governors "to be independently minded and to be bastions of loyalty to us and to the school, rather than to snipe at us or formulate criticism from a position of hostility or political sectarianism," he said.

He added: "We expect local businessmen to stop complaining about illiteracy and lack of numeracy of our pupils, since most sixteen-year-olds are not illiterate."

Mr Goodall warned head teachers and their staff that they must not seek to be "the sole providers of classroom record, rather than courses, fits staff for new role"

chances in life to the pupils in their care. "They cannot on their own, with scant resources, provide all the opportunities that a child needs to have," he added.

"Maybe the rise in school-teacher stress in the last 10 years can be attributed to just this failure - it is our personal distress at failing to achieve our self-imposed target of trying to get a quart from a pint bottle."

He said head teachers had a duty to educate the public and point out there were limits to what schools could do - "especially when cut follows cut, year after year."

"We must go on explaining that school teachers in general and head teachers in particular are not, for the most part, secular vicars, not psychiatrists, not doctors, not social workers, not policemen, not politicians, not businessmen, not even substitute parents to all their pupils, not Procrustes, not Midas and indeed most certainly not God, though some of us may think we are on certain occasions," he said.

Earlier in his address, Mr Goodall observed the "dramatic" impact on secondary schools of unemployment, adding: "They say on Merseyside that you can tell by a pupil's face and his loss of motivation, the pre-

### Public ought to be taught

Schools need to explain their work to the public at large instead of just to other teachers, Mr Joslyn Owen, the Chief Education Officer for Devon, told the conference.

Mr Owen said they had to describe and explain what they produced, "to the taxpayer and to the employer rather than simply - as has been described in some recent research about accountability - to other teachers".

Such a move, he said, was especially important in the context of the current debate about deployment of scarce resources between the care, environment and defence lobbies. Mr Owen urged schools to "ponder what it was that their pupils, 20 years from now, would be likely to have expected them to provide."

He said: "And this had been a fairly successful battle, since no full-time permanent teachers had been made compulsorily redundant."

It says these are particularly acute in an environment largely influenced by media images of absenteeism, strikes, poor discipline, work avoidance, the abuse of pension accounts; by images of an industry that cares more about high profits and high wages than about the relevance of its products."

### Sir Keith calls for police link

Widespread disappointment in the teaching profession this week followed the announcement by Sir Keith Joseph, the Education Secretary, that still no target date had been set for the introduction of a single 16-plus examination to replace the CSE and GCE O levels.

Addressing the conference, he said the Government had to be satisfied with the arrangements for awarding the four lower grades in the new scale and to give specific assurances to the Secretaries of State that the standards relating to these grades.

The dual system creates a number of difficulties. The dual grading does not match any natural division between the aspirations or abilities of the young people concerned; CSE certificates have not been accepted in the way in which holders have been led to expect or which reflect the attainment of many holders by comparison with the attainment of those who are awarded equivalent O level grades; the lower esteem attaching to the CSE may reduce the motivation of pupils and may lead teachers to expect less of them than they are capable of achieving.



Mr Geoffrey Goodall, president

cise day his father or mother lost their jobs. "With few job prospects for the pupil, his school programme can suddenly seem pointless," he said.



Flashback to riot, July 1981

### Toxteth school 'oasis of hope'

A school in the Toxteth area of Liverpool was praised this week by a teachers' leader as "an oasis of hope and positive worth in an area of dereliction and despair."

Mr Geoffrey Goodall, president of the Secondary Heads Association, said: "Although vandalism, disruption and violence is not totally unknown in schools, nevertheless there has been relatively little inside the schools of the riot-torn areas. Indeed it is remarkable that school buildings in these areas were in fact frosty, spared the general mayhem."

"Perhaps this is testimony to the sensitive and caring education that goes on daily in these schools, in spite of hopeless conditions outside. Witness Shorefields School, in the middle of Toxteth. There is a school of proven worth if ever there was one. It is an oasis of hope and positive worth in an area of dereliction and despair."

### GCE boards must give pledge on standards

Examining boards will have to give a pledge to the Secretary of State of education that any new single 16-plus examination will maintain the standards set by the present system.

Mr Owen said they had to describe and explain what they produced, "to the taxpayer and to the employer rather than simply - as has been described in some recent research about accountability - to other teachers".

Such a move, he said, was especially important in the context of the current debate about deployment of scarce resources between the care, environment and defence lobbies. Mr Owen urged schools to "ponder what it was that their pupils, 20 years from now, would be likely to have expected them to provide."

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Government doubts mean new exam will not be implemented before late 1980s

### Sir Keith under fire for 16-plus delay

by Richard Garner

Widespread disappointment in the teaching profession this week followed the announcement by Sir Keith Joseph, the Education Secretary, that still no target date had been set for the introduction of a single 16-plus examination to replace the CSE and GCE O levels.

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developed for syllabuses and assessment procedures. . . . "The draft criteria have not yet been prepared, let alone submitted, and we are therefore not yet in a position to consider setting a target date for the introduction of a single system."

"The decision whether to move in this direction or to continue with an improved dual system can be taken only when this preparatory work has been completed and appraised."

In effect, Sir Keith's announcement will delay the implementation of any new examination until the late 1980s - 1988 at the earliest. Teachers, local authorities, examination boards and other organizations have been asked for their comments by May and the joint council of GCE and CSE Boards for their proposals on national criteria by January 1, 1983.

Mr Terry Casey, general secretary of the National Association of Schoolmasters/Union of Women Teachers, said that Sir Keith deserved one and a half cheers instead of three for his announcement and added: "A lot more of this type of scepticism in education might have prevented many of the mistakes of the last twenty years."

In his speech, Sir Keith stressed "I am not suggesting that we can hope to get everything right the first time round. We are not in the business of developing criteria which will stand without the need for amendment until the twenty-first century."

He added: "We should avoid giving less able candidates a large number of questions which are too hard for them or giving able candidates questions which are too easy. We should recognize that examinations do have a profound effect on curriculum, and at present the effect is adverse. Examination syllabuses are not intended as a teaching syllabus but we must remember that they are often used as such."

He revealed that the Department of Education and Science was considering an approach from the Joint Metriculation Board for financial assistance towards a study of whether grades in the examinations could become conditional on evidence of attainment.

At present, the proportion of candidates obtaining particular grades at CSE or GCE O level remains broadly constant over time," he added. "It would serve the interests of securing greater objectivity to move towards a system in which the award of grades is made conditional on evidence of attainment in specific aspects of a subject."

Sir Keith stressed: "The government are determined all this work shall bear fruit, and that the weaknesses of the present dual system, which are clearly set out in the introduction of the draft document, shall as far as possible be eliminated."

"The government does not yet have the evidence to know whether national criteria can successfully be developed to support a single system but we will gladly share the burden of working to provide that evidence."

"We cannot make rash promises because the stakes are too high. But we are involved in a joint enterprise to improve the examination system and we look to our partners to maintain the enthusiasm with which they are tackling this important task."

Sir Keith confirmed (as revealed in his interview with *The TES* earlier this year) that he would be making a statement "within three months" about how to provide the 40 per cent of school leavers for whom CSE or GCE O levels do not cater with some record of their attainment.

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# School to work Training-for-all plan hinges on controversy over apprentices' pay

Prospects of persuading the Government to offer a training and further education year to all 16-year-old school leavers are now hanging virtually on a single issue - the payment of apprentices.

Employers and unions on the task group which is trying to draw up a scheme for the Manpower Services Commission to present to the Government are agreed, as are representatives of education and the voluntary agencies, on its main principles. They want the Government to offer a year of subsidized work and training not only to the unemployed, as it is proposing, but to all leavers. All the interests on the task group are prepared now to join in recommending that the scheme should have around 400,000 places, assuming that 100,000 leavers will get jobs, with training outside it. They are agreed that there should be a basic standard allowance, although differences over whether it should be £25 or £30 a week have still to be resolved. And there is general agreement on the kind of instruction and experience which should be provided.

But the unions are insisting that they should be allowed to negotiate with employers for "topping up" payments to youngsters in the scheme. They believe this is vital so that first-year apprentices can go on earning around the same pay as they get under the existing arrangements. Their argument is that it would be unfair to those leavers who could expect to get apprenticeships anyway to make them accept less so that other youngsters can get training too. And the unions also fear that employers will stop providing apprenticeships for the 100,000 jobs outside the scheme if they can get apprentices as government trainees at very low cost. Under the proposed scheme, the Government will pay most of the trainees' standard allowance. The confederation of British Industry's representatives have been resisting topping up, but are now showing signs of coming round to the idea if it is the only way of getting agreement. But Manpower Services Commission officials are bringing as much pressure as they can to persuade

the employers not to surrender.

The officials fear that the Government will turn down the scheme if it makes any provision for trainees' wages to be negotiated. The basis for their fears is the Government's known determination to try to reduce youth wages wherever it can because, it says, they price themselves out of jobs. Since the unions fiercely contest this view, they refuse to be swayed by the officials' advice.

Some union leaders are also opposed to the MSC officials' attempts to try to eliminate specialized apprenticeship training from the scheme, and make those who are going on to craft training do the same general vocational preparation foundation as the other trainees.

Their stand is strongly shared by some professional trainers, including the chairman of one of the biggest training boards, Construction. Mr Leslie Kemp argues that in his own industry, at least, employers should decide what all trainees, apprentices and others, should be taught; he claims that the broad skills which will be offered under the scheme proposed by the MSC will not meet the need for job specific training in his industry.

Some of the MSC officials are opposed to leaving the 100,000 youngsters to take jobs outside the scheme - they believe that all 16-year-olds should be in the scheme with a common trainee status which would later be extended to 17-year-olds. They think that this is what the Government wants if it can be done within the £1.1 billion which it has allocated for youth training.

But Mr Norman Tebbit, Employment Secretary, told *The TES* this week that he had always assumed that whatever scheme was adopted some youngsters would go into jobs with or without training.

The task group, which met again yesterday, is scheduled to hold its final meeting next Thursday. But extra sessions may be arranged if it fails to agree on its recommendations, which are due to go before the Manpower Services Commissioners in the last week of this month.

## Benefit cuts 'not negotiable'

The decision to withdraw the right to supplementary benefit from 16-year-old leavers, announced in the Government's training White Paper as part of its plans for youth training, is not negotiable, says Mr Tebbit.

He told *The TES* that the decision was a matter for the Department of

Health and Social Security, and not in his hands. And at the CEDEFOP conference, (see right) answering a questioner who wanted a bigger allowance than the £15 a week proposed for youngsters in the youth training scheme, he said that it was better to spend money on quality training.

## Threatened boards may be reprieved

The Employment Secretary this week tried to calm growing fears that training arrangements will collapse in some industries when he closes down their statutory training boards this year. He repeated assurances that he would not shut down any board until he was quite sure adequate voluntary arrangements were being set up.

Mr Tebbit announced last week that he is preparing to lay orders before parliament next month winding up half the doomed boards and for the remaining half to be wound up by the end of the month. These orders, taking effect at the last moment, if necessary by getting a Government backstopper to "prop" against them.

# WAYS TO WORK

Edited by Mark Johnson



Mr Norman Tebbit, Employment Secretary, addresses the CEDEFOP "Ways to Work" conference

## Tebbit denies snubbing the unions

Mr Norman Tebbit, the Employment Secretary, fought accusations this week that he was pushing the trade unions out of consultation on youth employment and training. He told a conference in London on Monday that he wanted union cooperation but would not accept dictation.

Mr Tebbit was among leading politicians, manpower experts, and educationists from Britain and other Common Market states at a conference on youth unemployment run by the Berlin-based Centre for the Development of Vocational Training (CEDEFOP) and the Community Training Foundation.

Mr John Randall, a former

National Union of Students president who is a leading civil service union official, accused Mr Tebbit of deliberately snubbing the unions by refusing to consult them over the decision to pay trainees in the Government's proposed new scheme for unemployed leavers only £15 a week, over the Budget proposals for the long term unemployed, and over the "dumping" of Sir Richard O'Brien, chairman of the Manpower Services Commission.

Behind the attack was the growing worry of many of the union leaders that the Government is trying to break up the long established system

in which manpower matters were led by getting a consensus from the TUC, the CBI, and the WU. Mr Tebbit said that would not work both ways, and would not be dictated to by a group, whether it was employers' unions, or anyone else.

He added, in a reference to Richard: "It shouldn't be that somebody has been dumped they are coming to the end of term of employment when they are no longer as young as they were, and with a big job to be done, you appoint a slightly younger man to do it."

The summit decided that the council of ministers should make progress throughout the year and agreed to get their employment ministers together later this year to consider new measures against unemployment.

Mr Thatcher told the other leaders that Britain has ruled out any prescription as an answer to youth unemployment.

Training is the most crucial element for positive social action. Mr Richard, EEC commissioner for employment, social affairs and education told the CEDEFOP conference (see below).

He said that the Common Market commission was now giving employment top priority. It was examining a package of measures, preparing pilot projects in vocational training which had been so successful that he hoped that the education ministers would next month sanction a series of projects concentrating on youngsters in their last school years. And he also hoped that a social fund rules would be introduced to let him support the development of an increasing number of training places for both the unemployed and for those in work or education.

## Race awareness comes at an early age, report says Choosing friends

New research shows that even seven-year-old children are aware of race differences among their classmates, and this affects their choice of friends.

Research carried out among 3,953 white, West Indian and Asian children in 16 multi-ethnic primary schools in England shows the children have little desire to make inter-ethnic friendships.

These, when they do occur, are more likely to take place at school rather than in the home.

According to the report, published in *Educational Research*, the journal of the National Foundation for Educational Research, all three groups were more reluctant to take home friends from different ethnic backgrounds than they were either to sit with them in the class or play with them in the playground. Most of the children picked their best friends, or named as their best playmates or friends, children of their own colour or grouping.

The researchers say the most outstanding feature is the early age at which an awareness of ethnic differences begins to influence the choice of friends among seven- to eleven-year-olds. Even at seven, evidence showed a significant "own-group" preference among youngsters.

The report points out that some



Most named as their best playmates children of their own colour

researchers insist, despite evidence to the contrary, that young children are oblivious to racial differences. In support of their view, the teachers cite numerous observations from their own schools where children from different ethnic groups work and play happily together.

The research team led by Mr Alfred Davey of the Department of Social Work Studies, Newcastle upon Tyne University, questioned children in primary schools in London and industrial Yorkshire. The children were asked which two children they

liked sitting next to in class, would like to play with in the playground, and who they would like most to invite home.

The report concludes that the most fundamental problem for teachers is not simply the early onset of children discriminating among themselves, but a society in which ethnic discrimination is widely employed towards other groups at the same time and in the same way as they acquire the values and ideals of their groups.

## Nurses warn that Warnock is too demanding

The school health service will not be able to cope with the extra demands made on it by the new special education act based on the Warnock report, the Royal College of Nursing has warned.

While it welcomes the new approach to educating children with special needs, the RCN says a complete review of the school health

service will have to be undertaken if the Act is to be implemented.

Health visitors and school nurses will need extra training on the management of children with handicaps, especially if these children are integrated in the ordinary school. The college criticizes health visitors for only paying lip service in the past to school health and school children.

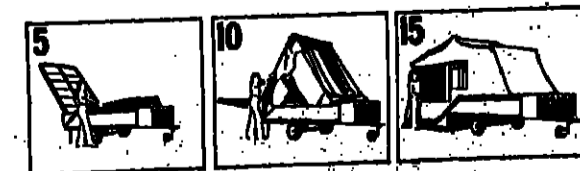
Greater cooperation is needed between the two services if assessment procedures contained in the act are to be carried out successfully, the RCN says.

The college was commenting on the Department of Health's draft circular on assessments and statements of special educational needs.

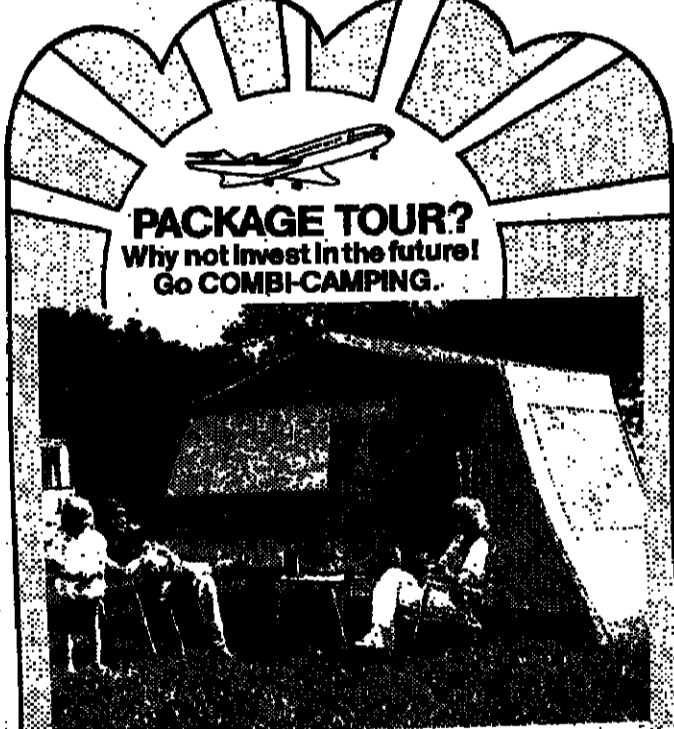


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This weekend playgroups celebrate their coming of age. What have been the successes and failures of this extraordinary self-help

movement? Where should it go from here? Virginia Makins reports on the achievements of the first 21 years, and considers some future

challenges; Lady Plowden looks back with regret at the part she played in the expansion of nursery education

# Never mind the quality?

In August, 1961, a mother wrote to the *Guardian* about the desperate lack of provision for under fives where she lived. Another mother answered. Her name was Belle Tutaev, and she was an ex-nurse living in London. She and her friends had navigated their way through local authority regulations, and opened a nursery group in a church hall. In her letter she called for support for a national petition demanding more state nursery provision, and for more mothers who would start their own nursery schools.



'Playgroups have done more for parenting than any other movement: they make mothers feel they are worth something.'

The letter ended: "Inquiries are welcome (particularly those enclosing a stamped addressed envelope) from mothers and teachers who would like to create their own solutions to their problems." 150 inquiries came in the first week - and they kept coming, some people wrote two or three times. Belle Tutaev found she was the centre of a network. Cardboard box files piled up, and she nominated people ad hoc to coordinate their areas. Before the end of the year there had been a meeting of anyone who could afford to get to London - "we were young housewives with a lot of energy but no money". After a lot of debate about the name, the Pre-school Playgroups Association had been formed. It grew enormously. In the early 1970s someone paid for management consultants to help sort out the growing pains of a voluntary organization, and invent a regional and committee structure to meet the PPA's aims. Now, 21 years later, there are 570,000 children attending registered PPA playgroups - compared with 210,000 in state nursery schools and classes. In many country areas "the play-school" seems established as a part of the landscape, as the local primary school. Many more thousands of mothers and toddlers are involved in clubs which developed from local playgroups.

When you meet them they say it was the playgroup that gave them the confidence to go on. And where (as often) their job involves parents and young children, they say that working in playgroups gave them skills and positive confidence in parents that many professionals seem to lack. Mothers who never move from the grass roots can also gain enormously. "It's difficult not to sound syrupy about them," said one expert on parent education. "And they can be maddeningly smug. But they've done a more for parenting than any other movement. They make mothers feel they are worth something, and an important part of their child's development. So many nursery schools and classes make mothers feel inadequate and redundant."

PPA are the first to admit the extreme variety of groups in their organization, from little "dame schools" teaching two and three-year-olds their three Rs, to fully-fledged parent-led groups whose members and supervisors have become knowledgeable and skilled nursery practitioners. In the past couple of years there has been a move in PPA to limit membership to playgroups which run on "PPA philosophy" about parent involvement. So far it has failed. For one thing, there are problems of definition. The existence of a management committee does not necessarily mean that a playgroup has the kind of parent management PPA would endorse. For another, many PPA adherents hope that by admitting everyone, more groups will eventually be infected by "PPA philosophy" and succumb to the message about "enabling" parents. There is some way to go - 55 per cent of PPA playgroups were run by committees with a parent majority last year. Another source of fierce criticism has been the nursery campaigners in the women's movement. They have argued that PPA is locking mothers into their traditional domestic prisons, with their under-fives tied to their apron strings. There have certainly been elements in the PPA who have invited this criticism. I remember a meeting of PPA regional baronesses in the late 1970s where the possibility of PPA moving into day care was broached. There were a lot of snarky remarks about "PPA mums who have abandoned their own children to start day nurseries for other people".

## Facts & figures

On average, PPA playgroups are in session for about 10 hours a week - involving from two per cent who meet for less than three hours, to 50 per cent open for more than 21 hours. They have an average of 20 children on the register, many attending for only two or three sessions a week. The majority of PPA playgroups (71 per cent) claim to cater for a mixed social group, with parents who are professionally, skilled workers and manual workers only. 40 per cent of PPA playgroups are in towns or suburbs, 30 per cent in villages and 10 per cent in inner cities. Typically, playgroups operate in church halls, village halls and community centres, which have to be cleared away at the end of each session. 70 per cent of playgroups charge between 30 and 60p for a session in 1980. On average, they paid a rent of 22.72 each week. 71 per cent of supervisors were paid between 22 and 24 for a session. 79 per cent of playgroups got grants - on average for 252.12 per playgroup received grants of over 25,000 - 112 of them in inner London.

Some went on to run conferences and devise training courses. Starting with their own playgroup, with tiny funds and employing a low-paid part-time supervisor, a steady stream of women moved up through the PPA county and regional organizations to the national level, where PPA employs administrators and central staff and administers sizeable funds. (Last year they had 2310,000 from the Department of Health and Social Security, and 299,000 from the Department of Education.) Since the PPA has always ruled that people must move on from the national and regional jobs after a fixed term, the ranks were constantly filled from the grass roots. And many of the playgroup graduates moved on to other careers. So playgroups became an informal but important career route for many women. Belle Tutaev herself went on to teacher training, said it now head of a nursery school. She is just one of countless playgroup mothers who, with or without further professional training, have become hospital playleaders, social workers, under five coordinators in local authorities, heads of combined nursery centres, or members of regional health authorities.

Spencer 1982

# 'We didn't know then what we know now'

## Lady Plowden

**'I am not just starry-eyed about playgroups'**  
Lady Plowden at her local playgroup in Kensington



As the playgroups have developed, arguments about the relative merits of playgroups and more professional provision have become fiercer. Should nursery expansion, providing professional staff, five-day-a-week services, be provided on good premises and equipment be halted to cause playgroups are both cheaper and may be "better" for parents - even though they normally provide shorter hours, often operate on sub-standard premises, and can be of a dubious quality? What little evidence there is suggests that playgroups often do deliver the goods. Barbara Keeley's study, reported on page 18, also agreed to go so far as to give a qualified blessing to playgroups by writing as some of our recommendations: "Until enough experimental places are available, local authorities should be given power and be encouraged to give financial and other assistance to playgroups run by non-profit-making associations which, in their opinion, fill a need which they cannot meet."

I should, though, like to differentiate between nursery schools and nursery classes. If you accept, as I do, the importance of the pre-school years, then nursery professionals must have career prospects so that as they mature their responsibilities match their maturity, and they may have freedom to initiate. A nursery class does not give this - a nursery school does. I must confess I am disturbed by the report I saw recently that ILEA is to spend £1 million on new nursery classes. I would like the growth of playgroups to be encouraged, not only by the social services, but by the educational authorities as well. I would wish the expansion of playgroups to be in all areas, and in areas where parents had only modest incomes, for sufficient financial help to be given so that no mother would feel she had to withdraw her child because of the expense. Even with more financial help to playgroups, the savings to the nation in providing pre-school facilities in playgroups rather than as part of the educational service would be great in financial terms. The educational and social value to mothers simply cannot be assessed in financial terms. The Central Policy Review Staff reported in 1978 that the running costs of a nursery school were four times that of a playgroup, and playgroups still cost considerably less than nursery classes. Even with more financial support, there would still remain a great difference in running costs. Where existing nursery provision remains, there should be full cooperation and coordination between those responsible for social service and education with the voluntary bodies, to seek out the best way in which it could be used. The shortage at present is of day care up to a full day to suit working mothers, but with flexible hours to meet the needs of others. This nursery provision should still enable mothers to play some responsible part, however small, in the nursery. It should be run with the underlying assumption that there is a need to raise the mother's confidence in her capacity as a parent. I think that this applies particularly to single parents. Mother and toddler groups of course have an important part to play, and should have premises which are comfortable for mothers who may be on their feet for most of the day. The flexible day care is urgently required for the harassed mother - whether she is harassed by the conditions in which she lives or by her own inadequacy - and often the two go together. We are still not managing to give support to those who need it most (those, for instance, who get their electricity cut off), nor have we really found how to do it without lowering their self-image. Should not some nursery schools take the initiative and be adapted for this? I attended recently a conference on "Community Approaches to Crime Prevention". The message that came out clearly was that the best way to raise standards of a community was to seek the views of those who lived there as to what they thought was needed, and to give them responsibility, backed by professional resources. The best way equally, I believe, to raise standards of parenting, is to find out what parents feel they need, to give any help to its provision and to recognize that, for the under-fives in particular, the mother's role remains the most important. Unemployment is hitting women harder than men, for many part-time jobs have gone as well as full-time. Jobs, as well as giving money, give companionship and the chance of learning a little more about other people. Playgroups can step into this void - they will not provide jobs (except for a few), but they will provide companionship, a sense of purpose, an opportunity for learning not only about one's child, but for wider learning as well. Stress and boredom in mothers react on children and it becomes a vicious circle. Mothers who find satisfaction in their life during the pre-school years of their children are likely to be able to give their children as good a start in life as is possible within one person's ability. We have passed the point where it was thought that the state could provide all the services which the community needed. We have now reached the point where the community with help can provide so much for itself. The state's responsibilities must be to find how to give support to the very weakest in our society - so that they may be able to play as much a part as they can in the life of the community. This article is based on Lady Plowden's presidential address to the Pre-school Playgroups Association, to be given this evening at the London University Institute of Education.

benefit. Here, where unemployment is above the national average, there is a small but definite involvement of unemployed fathers using their skills for the playgroups, and giving delights to the children by their presence. If we accept the importance of the home background as an educational institution, it is in those areas particularly where mothers (and, if possible, fathers) must be involved. Unfortunately, in the nursery classes and schools, this does not happen with the same involvement as in the best playgroups. For what is important is that the mother should be accepted as an equal partner in the nursery years of her child, whatever her educational background or lack of it. It is not a question of the mother cooperating with the school, but of the nursery class or school being a resource both for the child and the mother, which will strengthen the mother's confidence in her ability both as a parent and as a person. Those who have worked in playgroups in the inner city areas know of the strengths which exist in mothers there, a strength which has struck some people with surprise. The report on *Educational Priority* in 1972 noted: "Most especially we were impressed by the potential and hitherto neglected use of the reserves of energy and enthusiasm among parents of pre-school children in EPA (Educational Priority Areas) districts." The recommendation was that: "Organized pre-schooling we would now insist must use and direct that energy to constructive education purposes."

Virginia Makins





# books Towards integration

Mary Warnock on the education of handicapped pupils

**Educating Pupils with Special Needs in the Ordinary School.** By Seamus Hegarty and Keith Pocklington with Dorothy Lucas. NFFR/Nelson £14.45.

It seems clear that, what with the 1981 legislation and the Year of the Disabled (which, whatever its defects, brought disablment to the front of a lot of minds where it had not been before), local authorities will move increasingly from now on towards the "integration" of handicapped pupils into ordinary schools. The trend in this direction is universal. Apart from this book, there appeared in 1981 a publication from the OECD (*The Education of the Handicapped Adolescent: Integration in the School* £3.80. 92 64 12229. X) where it is taken for granted without question that integration is right, and there is a good deal of boasting among member countries about how far the process has gone. It is recognized, however, in the same publication that the concept of integration is ambiguous, and that not only different countries but different schools within the same country may interpret it in different ways.

Seamus Hegarty and his colleagues understand these conceptual difficulties, and insist, as his title suggests, that wherever children are taught, and in whatever kind of class, the purpose of school must be strictly to educate, and that this means to give a pupil access to a curriculum from which he will actually benefit. Their book is a most useful and readable account of the problems involved in fulfilling this purpose. It is full of examples, it is scrupulously fair, and it is timely. For it is proper for us, the general public, now to stop thinking about children with special needs in broad and high-minded terms, and to begin to look at the

practical problems that schools will have to face. It is the general public who make up local education committees, and it is therefore they who urgently need to be brought up-to-date.

The NFER investigation shows dramatically how much there is to be done, if the integration policy is not to lead to disaster. Naturally, the greatest difficulties, and those that the authors concentrate on, lie in the teaching of the child with intellectual disabilities with the "normal" child. It is not enough that the child should simply be in the ordinary class; he must actually learn, and benefit, while he is there. (The OECD publication has some terrible examples of children in Italy, where physical integration seems to have come first, and thinking about how to teach afterwards, and where the teachers are unwilling to seek help from teachers from special schools who have the needed expertise, because they do not approve of segregation.)

Teachers have to learn to be critical of their own progress in actual teaching those with special needs in their classes. They must monitor their own performance. But above all they must work together so that, as far as possible, a curriculum which will benefit a child is available to him. And this means working with their colleagues as a genuine team. Subject specialists must learn to respect teachers whose speciality is remedial teaching, or teaching those with learning difficulties; and "respect" means not just saying "she is doing a marvellous job" but by treating the remedial and "special" teachers as equals, with an equal voice in decision-making.

My own fear, not dispelled by Seamus Hegarty's book, is that the children who will suffer most in the integration programme are those ill

now classified as ESN(M). The (S) children will make their own needs more readily known. For many of them, a specialized curriculum must inevitably be drawn up, even if the distant goals of their education are shared goals. But, for the less severely disabled, it will not be so clear to what extent they should have specialized and individual teaching. The ordinary class, a system which might work well for them, is difficult to use, and has been very little researched.

When I think of the best existing special schools for the ESN(M), my heart sinks. There is really a very long way to go before the ordinary comprehensive school can be so adapted that the pupils who used to flourish at such schools, used to take pride in their own achievements used to have careful work-experience and a long course of social education (including the teaching of good manners and industry) can get the same attention and the same educational advantages.

Everything turns on the teachers themselves, and on the head of the school. Everything depends on what the school as a whole is aiming at. A good or effective school will be able to bring it about that teachers work together towards a known and understood (and reasonably priced) aim, which they can explain to parents, so that the parents too can contribute. Gloomily, in the most recent issue of the NFER's house magazine, *Educational Research*, there is a convincing article by John Gray of the University of Sheffield suggesting that we do not really know what makes the difference between a good school and a bad one, despite a widespread assumption of knowledge. Unless we pretty soon find out, "integration" can, I fear, only make bad schools worse.

### Among this week's contributors:

George Schöpflin lectures at the School of Slavonic and East European Studies, and at the London School of Economics.  
Peter Vanistart's latest book is *Voices from the Great War* (Cape).  
Audrey Laski is director of the teacher training course at the Central School of Speech and Drama

£3.25 + 20p postage (903717 26 3).  
Not exactly an alpha-plus work of originality, it is nevertheless a safe beta-plus précis of the thinking that lies behind the disparate collection of courses that makes up further education. Whether those lamenting the severance of their own particular lifeline would recognize the animal from this dispassionate overview is quite another matter. David Sell



The end of harvest - good fortune ahead if the cock crows, but if it won't the outlook is bleak. This illustration of an old Polish custom is from *Of Forgotten Past: Seven Centuries of Life on the Land*, edited by Jerome Thames and Hudson £12.50 - an attractive book which deals with its history, economy and culture of rural society in Europe and America in the late Middle Ages.

# Ancient world tour

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**The Roman Empire and the Dark Ages.** By Giovanni Caselli. Macdonald £3.95. 0 356 05975 8.

One reason for the continued interest in ancient civilizations must be the great variety of possible approaches to them, emphasized, of course, in small books, where selection is inevitable. The *Databank* series chooses a few, well-known aspects of each culture: pyramids and hieroglyphs, the Olympics, Julius Caesar and Hadrian's Wall. The books are meant to be read, and care has been taken over a clear and simply-written text; most of the illustrations, monochrome photographs and line drawings, are informative and easily understood.

Reading one of these books, though, is rather like going on a package tour: a good deal of effort has gone into an efficiently managed itinerary, and the expected things are seen and heard. As with all such excursions, though, it would be a pity if readers were persuaded that there was nothing to see off the beaten track or nothing to be gained by stopping and looking more carefully at the sights.

# books Children's literature Scarecrows and spectres

Audrey Laski on the latest paperbacks

Puffin Books are 40 years old, and in celebration they have produced a festive edition of the first ever Puffin, Warzel Gummidge (Barbara Puffin Todd, ill. Elizabeth Aldridge £1.00). It is fascinating, and rather depressing, to compare the scarecrow of *Scattergood* in his original manifestation with Keith Waterhouse and Willis Hall from their television (Warzel's Birthday, ill. Andrew Skalliter, Young Puffin 90p); perhaps because it is intended for younger readers, but more probably because the book of the series rarely works, the new story is cheaply morose and vulgar. Children introduced to both are going to be, to say the least, confused.

Older readers who have found the new Puffin Plus classification to mean meaty and complex books providing a challenge will be confused too by Murphy's Mob (Michael Saunders 90p.) and again the television serial is to blame. This story of a run-down football club which turns its young manager into a responsible manager is based on a new series by Brian Finch and may well make a very good story for the young reader. On the other hand, *Codename Icarus* (Richard Cowper BBC/Knight 90p.) also adapted from a television serial, has edge and depth in its story of a boy too clever for his school, switched away into a special education with a sinister purpose; it shows what can be done in translation from screen to page.

Writing for the older young reader is so difficult, and the meretricious is frighteningly successful. Paul Zindel has made a speciality of the creep reading and the soft centre; I'm afraid I found *The Pigman's Legacy* (Puffin Plus £1.00) almost literally unbearable.

The best heroine of *The Pigman*, still troubled by his death, rescues another old man, gives him a day of love and joy, watch him die and finally acknowledge their own love as they look through the glass wall at the hospital's clutch of new-born babies. And we call the Victorians sentimental. *The Quest for Orion* (Rosemary Harris, Puffin Plus £1.50) is much tougher, a grim piece of science fiction which must surely be the first of a series; the bleak incongruities of its ending implies larger developments, especially as there are strong hints that the misadventure of the decimated band of heroes and his grim protection. *The Bewitched of Ailam*, Alibright A. D. Langdon, Carusell 95p.) is an oddity; it's difficult to believe in its heroine's readiness, to play out the

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**Adventure or adieu?**

Kerry Milan discusses instrumental music in schools\*

Queen Victoria was concerned that the education of elementary schools was becoming *too rich* - and costing too much!

Noel Hale was writing in 1953: "Although from time to time a wave of depression adversely affects the national life, whereby education must face its share of economics, it is hoped that these economies will be borne by all subjects in relatively equal portions . . . it is essential that, confronted with whatever new difficulties, music teachers as a body should stand by their policy of expecting equal recognition and equal status for their branch of the teaching profession."



Professionals and proteges. Two studies by Susan Thomas taken at The City for Young Musicians, Pinlloe

And today? With cuts being imposed so drastically and dramatically it is vital that those of us within the instrumental service re-examine our own position, at least to ensure that we can justify every claim we make for our subject. The danger in trying to defend our present position is that we may not stop to ask ourselves where we really want to be. The "best imaginative practice" that Professor Swanwick urges must apply equally to the teacher-trainers, the practising teachers and their music advisers, and all are interdependent.

Noel Hale saw his final aim as being: "to enable the most modest violinist, and even the non-player, to teach the violin in class from scratch", and whatever one's misgivings about that it does not seem unreasonable to assume that a highly trained violinist, for example, could with suitable instruction grasp the relatively small differences demanded by the other instruments of his own family.

provision" or "creativity" were to be reserved solely for those pupils who could not handle their instruments otherwise. What is needed is for us to recognize the validity of the concept and then its practical instrumentalists show how these ideas can be given effective and appropriate expression, without undermining the secure technical base upon which we rightly see so much of music as relying.

HMI Mr Pat Salisbury has been suggesting that it could be a condition of a school receiving instrumental provision that a member

of the school staff agree to attend special training sessions, perhaps provided by the instrumental staff, on how best to follow-up the lessons - a point referred to in more general terms by a recent HMI report, which comments:

"Personal diffidence may partly explain the reluctance of some teachers, both class and specialist, to come together and collaborate on the work of the class."

system, or believe it is no one's but rather circumstances over which we have no control? I do not believe one short lesson a week is a reasonable minimum, and if it can be a general policy in Edinburgh and Tower Hamlets to provide lessons with two lessons a week, then should be possible to do the same elsewhere.

In a country where provision is two authorities' outlook and organizations are alike, and where there is hardly more consensus among music advisers than their principal staff, one aspect does stand out as exceptional - that is the wide recognition of the immense value of providing local centre activities within their training bands and "special strings."

If it is this provision which is going to suffer first as a result of one reorganization it will be nothing less than a tragedy.

The County Orchestras are unable in providing a stimulating environment for our most talented youngsters; but the majority of pupils will not progress beyond the local centre which for them and provide just as healthy and stimulating an environment. However, making less than perfect may be their performance in absolute terms, it is a realization of Hullah Brown's view they are priceless.

I would like to end with a quotation by Noel Hale, written in 1953, that seems to capture the mood of pioneering enthusiasm which it is so easy to lose in these depressing days:

But it must not be for the instrumental teacher to see himself as providing merely the 'technical sectional' to someone else's full orchestral provision. To borrow a quotation: "in this fuller sense the teacher shares responsibility with other colleagues in his school; but as in so many fields it too often happens that shared responsibility becomes nobody's responsibility."

Even just considering our musical responsibilities the field is wide: of course how to play the instrument, how to read the notes; but what about developing those broader "innate potentialities" as Hullah Brown refers to them - concerned with aesthetic experience and sense of achievement. A booklet produced by ILEA says: "A first music grows out of music. Later skills grow out of music."

But how late is 'later'? After two years of two lessons? A child may give up after six months, or six years, or 60 years - what is important is that whenever he does he will have experienced some small aesthetic development. It is not enough to say "when he can play in time, or in parts, or in fifth position" or whatever. As one Hertfordshire headmaster expressed it "an overriding view of 'distant horizons' has caused some anxiety". First, and foremost, we must provide the musical experience.

And what a pity it would be if all ideas involving "spontaneity", "im-

Indeed, if and when we ever have such a highly organized state education can call upon the most highly skilled specialists in numbers, we may find ourselves travelled away from our homes and pray for the return of those days of improvisation and adventure.

"XXV Adventure" Noel Hale, Ascherberg, Hopwood and Co. 1953 p.125.

op. cit. p.4.

The String Instruction Programme in Music Education (1) Music Education National Conference, 1975.

"Creative Music Making and the Young School Leaver", Blackie 1977.

"Instrumental Teaching" ILEA 1972 p.7.

Report (Hertfordshire Schools Project) RMSA 1976 p.26.

"Learning and Teaching" Primary 4 & 7" HMSO 1980.

W. J. Rees, Dissertation, Glamorgan Institute of Education 1977.

Noel Hale, op. cit. p.4.

Kerry Milan recently completed her year's secondment from the Hertfordshire County Council to The University Institute of Education.

"This is the second of two studies in the special sessions on Music Education in a multi-cultural society."

**extra**  
**ISME**  
**in Great Britain**

"Music is International", wrote W H Auden in 1947: six years later, still charged by the heady steam of postwar philanthropic optimism, the International Society for Music Education was founded at an international conference in Brussels under the auspices of UNESCO. Its aim was to bring together on a regular biennial basis music educators from east and west in order to stimulate musical education throughout the world as part of both general education and community life, and "to recognize the equal value of East and the Occident". Kodaly, Suzuki and Orff were among the music educators who found their first international platform through ISME conferences.

Nearly 30 years and 15 conferences on, Britain is for the first time to act as host to this year's fifteenth International Music Education conference. Between July 21 and 28 Bristol will receive an influx of 2000 delegates from 69 countries and 3000 young performers from 29 countries from western and eastern Europe, the Americas, Africa, Scandinavia, the Middle and Far East and Australasia.

The extensive range and intensive activity of the conference's five days will be focussed by this year's theme: Tradition and Change in Music and Music Education. It, in turn, will be supported by the stimulus of morning "keynote" addresses to be given and reported by leading academics. John Blacking from Belfast, a social anthropologist and expert on West African music will speak on tradition and change in society, Vsevolod Zadoratsky on music, Bennett Reimer on Educational Music, Jacques Chailley of the Paris Conservatoire on training musicians and Wilfred Mellers on musicians in society.

Finally in the morning, a series of papers will be read, selected by ISME commissions on subjects covering research, training, music for the handicapped, extra-curricular music and the role of the media. At a more informal and specific level, each afternoon offers a wide choice of study sessions with music in a multicultural society, the role of contemporary composers in

The XVth Conference of the International Society for Music Education will take place in Bristol from 21-28 July. Hilary Finch previews the five-day programme

Westland, the Festival's director, will see the conference in and usher it out. A marathon international gala concert of British and visiting youth orchestras in the Festival Hall lights a beacon for the conference in London on July 18, and to ensure that the week ends with a bang and not a whimper a Water Pageant is planned for the last night. On the Narrow Quay, a carnival procession of boats will celebrate the history of performing music from the fifteenth to the twentieth centuries.

These five days will cost £90,000. The DES grant of £15,000 has been matched by the Conference's prime sponsor, General Accident, who, with Harveys of Bristol and Boosey and Hawkes, combine to exceed national and local government funding. Ronald Smith, senior music adviser to the County of Avon and the conference's organiser, is delighted that commercial sponsorship is beginning to back fundamental musical educational activity and not just more obviously prestigious professional events. But he is less happy that only 12 bids have been received to support the conference (they raised £5000 between them), and is yet equally disappointed at the dilatoriness of British delegates in applying for the limited 2000 places, when 1200 applications have already been received from abroad.

Scepticism at the purpose, expense and immediate value of any such marathon gathering is entirely understandable, especially when the game is being played on home ground. But at a time when the National Festival of Music for Youth pleads "Keep music alive in schools", and almost every month brings savage cuts in school music provision; at a time when youth orchestras germinate and flourish while multicultural activities burgeon, it would be sad if these five days in Bristol did not have a subtly permanent effect, restoring morale and perspective if only in the short term, and in the longer term, questioning and reassessing many aspects of musical education in Britain.

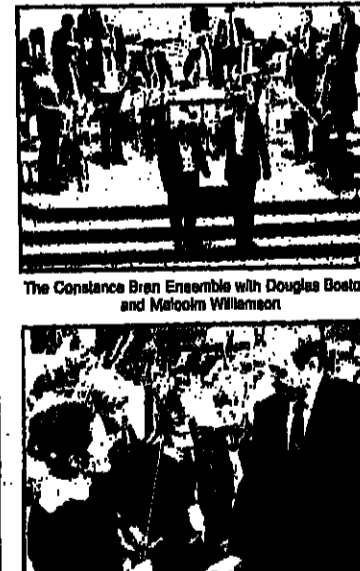
For further information contact ISME Conference Office 35 Pembroke Road, Clifton, Bristol BS8 3BE.



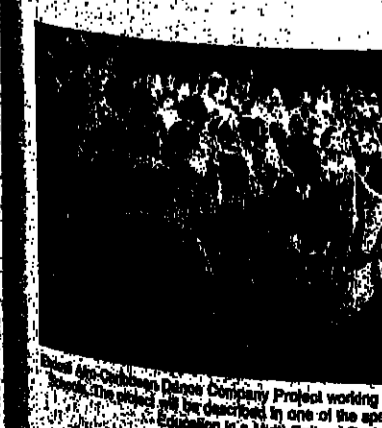
Children from Pinlloe School, Orkney will perform Peter Maxwell Davies's pantomime opera Cinderella on the first day of the Conference



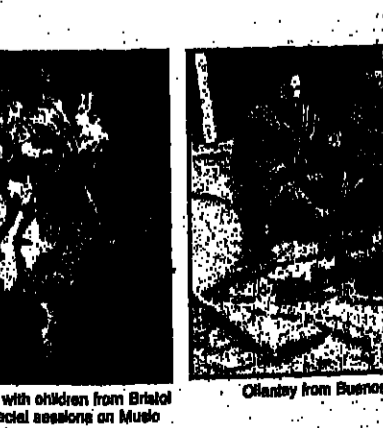
The Krags Company from New Zealand who entertain with medieval and Renaissance music and dance



Ronald Smith senior music adviser to the County of Avon and ISME conference organizer with members of the Avon Schools Orchestras which will be performing Raymond Warren's new opera. Photo: Bristol Evening Post



Local children from the Devon County Project working with children from Bristol



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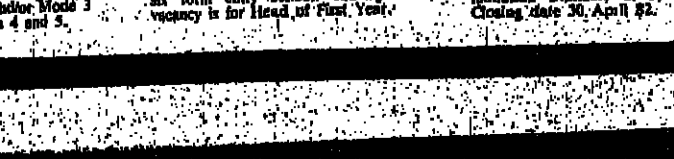
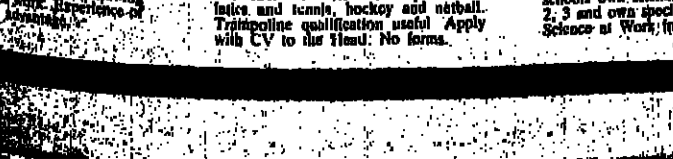
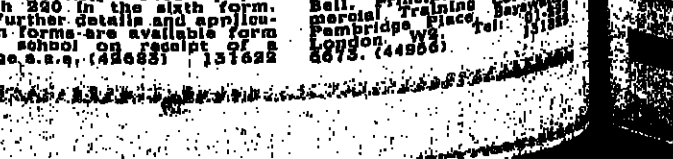
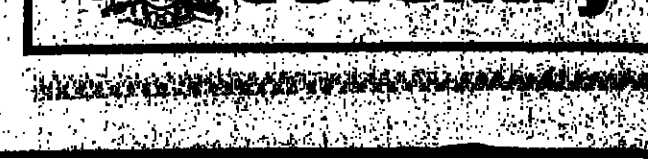
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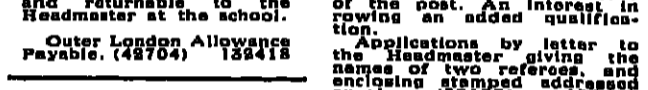
WILTSHIRE... Required for September 1982...

Scale 1 Posts

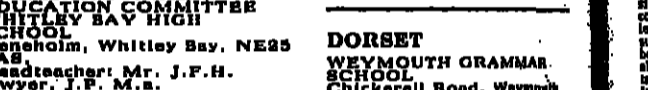
WILTSHIRE... Required for September 1982...



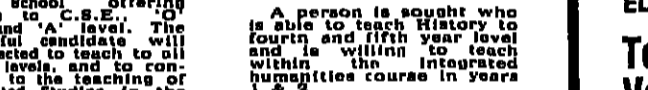
EDUCATION AUTHORITY... 1. GORSEIN COMPREHENSIVE SCHOOL, LLANELLI... 2. BRYNHYFAN COMPREHENSIVE SCHOOL, LLANELLI...



EDUCATION AUTHORITY... 3. PENLISAU COMPREHENSIVE SCHOOL, WAINWAIN, ABERYSTWYTH... 4. MILDRED HAVEN GRAMMAR SCHOOL, GORSEIN...



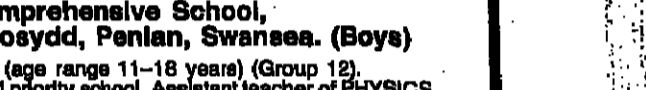
EDUCATION AUTHORITY... 5. BRANTFORD COMPREHENSIVE SCHOOL, WAINWAIN, ABERYSTWYTH... 6. MILDRED HAVEN GRAMMAR SCHOOL, GORSEIN...



EDUCATION AUTHORITY... 7. BRANTFORD COMPREHENSIVE SCHOOL, WAINWAIN, ABERYSTWYTH... 8. MILDRED HAVEN GRAMMAR SCHOOL, GORSEIN...



EDUCATION AUTHORITY... 9. BRANTFORD COMPREHENSIVE SCHOOL, WAINWAIN, ABERYSTWYTH... 10. MILDRED HAVEN GRAMMAR SCHOOL, GORSEIN...



EDUCATION AUTHORITY... 11. BRANTFORD COMPREHENSIVE SCHOOL, WAINWAIN, ABERYSTWYTH... 12. MILDRED HAVEN GRAMMAR SCHOOL, GORSEIN...

Lancashire County Council... Secondary Schools... CRMSKIRK GRAMMAR... LANCASTER THE CASTLE COUNTY SECONDARY... SCALE 4 - HEAD OF FRENCH... SCALE 1 - ENGLISH... SCALE 1 - MATHEMATICS... SCALE 1 - BIOLOGY... SCALE 1 - PHYSICS... SCALE 1 - GEOGRAPHY TO 'A' LEVEL ABILITY TO TEACH GEOLOGY TO 'O' LEVEL ADVANTAGE.

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WEST GLAMORGAN County Council... Education Department... Teaching and Lecturing Vacancies... Applications are invited from suitable qualified persons for the following posts in the Authority's Service to commence September, 1982.

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SECONDARY EDUCATION

**DORSET**  
**CORPE HILLS SCHOOL**  
Wimborne, Dorset. 1982-83. Headmaster: Mr. J. J. ...

**WILTSHIRE**  
**HIGHWORTH WAREFORD**  
Wiltshire. 1982-83. Headmaster: Mr. J. J. ...

**Rural Science**  
**Head of Department**  
Required for September 1982. Head of Rural Science ...

**HILLINGTON**  
**LONDON BOROUGH OF**  
Headmaster: Mr. J. J. ...

**BUCKINGHAMSHIRE**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**Bedfordshire**  
**NORTHERN AREA**  
Headmaster: Mr. J. J. ...

**BRADFORD**  
**CITY OF BRADFORD**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**BEXLEY**  
**LONDON BOROUGH OF**  
Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**SURREY**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

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Headmaster: Mr. J. J. ...

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**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**BERKSHIRE**  
**CRISPIN'S SCHOOL**  
Berkshire. 1982-83. Headmaster: Mr. J. J. ...

**BRADFORD**  
**CITY OF BRADFORD**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

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**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**GALDERDALE**  
**LONDON BOROUGH OF**  
Headmaster: Mr. J. J. ...

**CAMBRIDGESHIRE**  
**HUNTINGDON AREA**  
Cambridgeshire. 1982-83. Headmaster: Mr. J. J. ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

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**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**GUILDFORD**  
**ROYAL GRAMMAR SCHOOL**  
Guildford. 1982-83. Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**SECONDARY SCIENCE**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**LONDON, S.W. 15**  
**LUTYNS HIGH SCHOOL**  
London, S.W. 15. 1982-83. Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**OXFORDSHIRE**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**MERTON**  
**LONDON BOROUGH OF**  
Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
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North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
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Essex. 1982-83. Headmaster: Mr. J. J. ...

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**COUNTY COUNCIL**  
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North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

**WAKEFIELD**  
**CITY OF WAKEFIELD**  
Headmaster: Mr. J. J. ...

**Scale 2 Posts and above**  
Required for September 1982. Head of Science ...

**ESSEX**  
**CULVERHOUSE**  
Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
Headmaster: Mr. J. J. ...

**ESSEX**  
**THE OILBEARD SCHOOL**  
North Essex. 1982-83. Headmaster: Mr. J. J. ...

**KENT**  
**COUNTY COUNCIL**  
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**LEICESTERSHIRE**  
**SOUTH WIGTON HIGH**  
Leicestershire. 1982-83. Headmaster: Mr. J. J. ...

**AVON**  
**COUNTY OF AVON**  
Headmaster: Mr. J. J. ...

**KIRKLEBS**  
**METROPOLITAN COUNCIL**  
Headmaster: Mr. J. J. ...

Vertical text on the left margin: "Spencer 1516"







PREPARATORY SCHOOLS

HERTFORDSHIRE
BERTON SCHOOL
3 - 7 Charles Street,
Hertford, Herts., H.P.4
S.D.C.

ISLE OF WIGHT

THE JUNIOR SCHOOL
12, P. 123, Bognor
Graduate to take responsibility
for a form of boys aged 9-10

MIDDLESEX

THE LADY ELEANOR
HOLLIS SCHOOL
Hampton
Junior Department: 190 girls
aged 4-11

HUMBERSIDE

REVELLYN COLLEGE OF
FURTHER EDUCATION
Lancaster College
Lang Barrow, N.
Humberside

WILTSHIRE

WEST GLAMORGAN
County Council
Education Department
Avon

BUCKINGHAMSHIRE

AMERSHAM COLLEGE OF
ART & DESIGN
Department of Educational
Studies

STAFFORDSHIRE EDUCATION COMMITTEE

Stoke-on-Trent Caudon College of
Further Education
The following vacancies are now available:

BOLTON METROPOLITAN BOROUGH
Bolton Metropolitan College
Vice-Principal
Applications are invited for the above post in this new College to be formed in September 1982

LONDON BOROUGH OF BROMLEY
Orpington College of Further Education
The Walnuts
High Street
Orpington
Kent BR6 0TE

DURHAM COUNTY COUNCIL
DURHAM AGRICULTURAL COLLEGE
PRINCIPAL (4-8)
Applications are invited for the post of Principal at Durham Agricultural College

DURHAM COUNTY COUNCIL
DURHAM AGRICULTURAL COLLEGE
PRINCIPAL (4-8)
Applications are invited for the post of Principal at Durham Agricultural College

LEEDS
COLLEGE OF BUILDING
HEAD OF DEPARTMENT OF
BUILDING
Applications are invited for the post of Head of Department of Building

SOUTH CHESHIRE COLLEGE
Head of Department:
Grade IV
To promote Liberal and Complementary Studies; to promote M.S.C. Courses, and to provide an initiative for the cultural and sporting life of this new Tertiary College.

Senior Lecturer:
Computing
To promote the development of computing throughout the College and to be responsible for the organisation of the computer centre.

Senior Lecturer for
M.S.C. Courses
To promote the development and co-ordination of social and life skills; pre-vocational training and new training initiative proposals.

BOLTON METROPOLITAN BOROUGH
Bolton Metropolitan College
Head of Faculty of Community Education
Applications are invited for the above post in this new College to be formed in September, 1982

LONDON BOROUGH OF HARINGEY
TOTENHAM COLLEGE
OF TECHNOLOGY
High Road, London N18 4RU
Telephone: 01-802 3111
Principal: J. N. Parry Williams, MSc. PhD. FRES. FIBOL.

REDBRIDGE TECHNICAL COLLEGE
Little Heath, Romford RM8 4XT
Tel: 01-599 5231
Principal: A. G. Hall, B.Sc. (Econ.), D.P.A., F.C.I.S., Cert Ed.

LONDON BOROUGH OF BARNET
BARNET COLLEGE
Applications are invited for the following vacancies available from September 1st, 1982:
SENIOR LECTURER in charge of courses for unemployed and low achievers

LONDON BOROUGH OF BARNET
BARNET COLLEGE
Applications are invited for the following vacancies available from September 1st, 1982:
SENIOR LECTURER in charge of courses for unemployed and low achievers

WESTMINSTER COLLEGE
Department of Engineering
Battersea Park Road,
London SW11 4JR
The following posts are for 1 September 1982

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Department of Engineering
Battersea Park Road,
London SW11 4JR
The following posts are for 1 September 1982

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Department of Engineering
Battersea Park Road,
London SW11 4JR
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WESTMINSTER COLLEGE
Department of Engineering
Battersea Park Road,
London SW11 4JR
The following posts are for 1 September 1982

WEST GLAMORGAN
County Council
Education Department
Avon
Applications are invited for the following posts:

WESTMINSTER COLLEGE
Department of Engineering
Battersea Park Road,
London SW11 4JR
The following posts are for 1 September 1982

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Department of Engineering
Battersea Park Road,
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Department of Engineering
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Department of Engineering
Battersea Park Road,
London SW11 4JR
The following posts are for 1 September 1982

WESTMINSTER COLLEGE
Department of Engineering
Battersea Park Road,
London SW11 4JR
The following posts are for 1 September 1982









**EDUCATION DEPARTMENT**

### CAREERS OFFICER (2 POSTS) £5,652 - £7,137

1. Unemployment Specialist Careers Officer
2. Generic Careers Officer

Application forms, returnable by the 16th April, 1982, may be obtained from the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool L1 6SL. (Please enclose an SAE).

The Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status.



### Education Welfare Officer


**Local EWO £5,526 - £6,696/£7,137**

Required at the Divisional Education Office, South.

Applicants should be suitably qualified and/or experienced in the Education Welfare field and preference will be given to qualified Social Workers or others with suitable experience.

The person appointed will join a team of 4 and work in the Alford/Skegness area. Duties will involve matters relating to the school attendance, welfare and transport of pupils and will involve visits to their homes and schools and to other agencies. An essential user car allowance is payable.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln (Telephone Lincoln (0522) 24482. Quote ED306). Closing date: 20 April, 1982.



**LEEDS CITY COUNCIL**  
DEPARTMENT OF EDUCATION

### ASSISTANT EDUCATION OFFICER FURTHER EDUCATION

P.O.2 (1) £12,690-£13,854

This post is at fourth tier in the Education Department and, under a Senior Assistant Education Officer, will, with professional support, be responsible, initially, for matters in connection with the Colleges and Institutes of Further Education in the City.

Applicants should be well qualified in their field and have had successful managerial and teaching experience.

Please contact Leeds (0532) 462953 for forms of application and further details. Completed application forms should be returned by 16th April, 1982, to the Director of Education, Great George Street, Leeds LS1 3AE.

**GATESHEAD METROPOLITAN BOROUGH COUNCIL**

DEPARTMENT OF EDUCATION

### CHIEF EDUCATION WELFARE OFFICER

P.O1 (B): £9,261-£10,278

Required to head a Section consisting of 21 officers (1 Senior Area Officer, 3 Area Officers and 17 E.W.O.'s), which services 126 schools with approximately 86,000 pupils on roll.

Good qualities of leadership and an understanding and experience of the role of social work in an educational setting are essential.

A casual user car allowance (£1000 initially) is payable. Assistance with removal expenses and temporary accommodation is available in approved cases.

Further particulars are available from the address below. This is a re-advertisement and previous applicants need not re-apply.

Application forms are available from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tynsgate Precinct, Sunderland Road, Gateshead, Tyne & Wear, returnable by 16th April, 1982.

**DEPARTMENT OF EDUCATION AND SCIENCE**

### HM Inspectors of Schools Home Economics

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England.

Successful candidates will have a major assignment in Home Economics, mainly in schools and teacher training, as well as broad general duties. Applicants must have appropriate specialist qualifications, substantial teaching experience, and an interest in all aspects of the subject and its contribution to the curriculum.

Starting salary, within the range £13,218-£18,761 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 30 April, 1982) and further information may be obtained from Miss J. D. Church, Room 18/17, Department of Education and Science, Elizabeth House, 99 York Road, London SE1 7PH, telephone 01-928 9222 extensions 2237 or 2788. Please quote reference 2/82.

**Gloucestershire County Council**  
Education Department

### ADVISER FOR PHYSICAL EDUCATION

Soulbury H.T. Group 8  
(£12,540 to £13,650)

Applications are invited from suitably qualified and experienced teachers for the post of Adviser for Physical Education. The successful applicant will be responsible for advisory work in Physical Education for Girls in Primary, Secondary and Special Schools and should have held senior posts in one or more of these sectors of the education service. General advisory work in a group of schools covered by area advisory teams will also be required.

Application forms and further particulars are available from the Chief Education Officer (Staffing Division), Education Department, Shire Hall, Gloucester. Completed application forms to be returned by 16th April, 1982.

**Staffordshire County Council**  
Education Committee

### CAREERS OFFICERS

(Unemployment specialists)  
Salary - within the range AP 3/4  
(£5,652-£7,137)

Three posts are to be filled, at Burton upon Trent, Rugeley and Tamworth. Preference will be given to qualified careers officers who have completed their 'probationary year', but other applicants with suitable experience will be considered.

Consideration will be given to appointing qualified and experienced careers officers on the AP 4 scale. Car allowance payable and assistance with removal expenses etc.

Application forms and further details from Chief Education Officer (Staffing Non-Teaching), Tipping Street, Stafford ST16 2BH.

Closing date - 21 days after the appearance of this advertisement.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

**SURREY COUNTY COUNCIL**


### Staff Inspector for Primary Education

£14,883-£16,011

To be responsible to the County Education Officer, through the Chief Inspector, for co-ordinating the work of the Inspectorate, at the Primary Stage of education which is organised in nursery schools, and classes (3-5 years) first school (5-9 years) and middle schools (9-12 years).

Substantial teaching experience at the primary stage of education, some of it in a senior post, is required. Experience of curriculum development, leading adults and advisory work would also be an advantage.

Application forms from County Education Officer (Ref: NTP/5), County Hall, Kingston upon Thames, Tel: 01-846 1050, Ext. 3165.



**ADMINISTRATION LEA**  
continued

**AVON COUNTY EDUCATION DEPARTMENT**  
ADMINISTRATIVE ASSISTANT  
OFFICER (REGULAR) - 1  
OFFICER (REGULAR) - 2

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England.

Successful candidates will have a major assignment in Home Economics, mainly in schools and teacher training, as well as broad general duties. Applicants must have appropriate specialist qualifications, substantial teaching experience, and an interest in all aspects of the subject and its contribution to the curriculum.

Starting salary, within the range £13,218-£18,761 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 30 April, 1982) and further information may be obtained from Miss J. D. Church, Room 18/17, Department of Education and Science, Elizabeth House, 99 York Road, London SE1 7PH, telephone 01-928 9222 extensions 2237 or 2788. Please quote reference 2/82.


**Senior Careers Officer**  
£6,501-£7,875 p.a.

This challenging post carries responsibility for co-ordinating the efforts of the Careers Service in presenting information on educational, career and employment requirements to ethnic minority community groups and coping with their needs.

Duties involve those of a team leader as well as carrying a reduced workload of ethnic minority youngsters still in full-time education.

Applicants will be welcomed from widely experienced careers officers, holding the Diploma in Vocational Guidance.

Further details, application form and job description from Personnel and Management Services Unit, Civic Centre, Walsall WS1 1TP. Telephone Walsall 21244, ext 2064/2063. Closing date: 16th April 1982.



**Assistant Director of Education**  
Grade Special C  
£16,856 - £17,835 inclusive

This key second tier management post reports to the Director of Education, Miss Gweneith Rickus CBE, and has responsibility across the wide range of education services in a Borough which has for many years treated education as a priority. The Council has one of the largest minority ethnic communities in the country and is particularly anxious that its policies and services reflect the needs of that community. It is a sensitive and important role and the successful applicant will need to be sensitive to these needs.


Qualification, a number of years senior management experience in Education or related fields and the ability to deputise for the Director whenever necessary. In return the post offers an ideal opportunity for someone with ambition to obtain valuable experience in a large progressive authority.

For an informal discussion telephone the Director on 605 1400. Ext. 580.

PREVIOUS APPLICANTS ARE WELCOME TO RE-APPLY. APPLICATIONS ARE WELCOME FROM CANDIDATES REGARDLESS OF MARITAL STATUS, RACE, NATIONALITY, ETHNIC OR NATIONAL ORIGIN, SEX AND FROM REGISTERED DISABLED PERSONS.

Previous applicants need not re-apply.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex returnable by 15 April. Telephone 01-903 0571 (24 hour Answerphone service). Reference Number E2, must be quoted.



**KENT COUNTY COUNCIL**

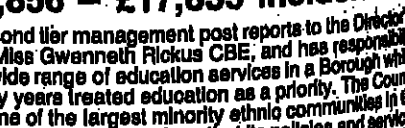
### Senior Staff Inspector

£17,814-£18,603 p.a.

We are seeking an Educationalist of broad interests, wide experience and the ability to lead, motivate, and organise a team of 50 Educational Inspectors. The successful candidate (male or female) will have the opportunity to make a positive contribution to a review of the structure of the Inspectors' service, and will be involved in the appointment of Inspectors, including a small team of headquarters Inspectors who will head the various phases of the service.

Applicants will be granted in appropriate cases.

Further information and application forms may be obtained from the Director of Education at County Hall, Maidstone ME14 2LJ, phone (0822) 81411, ext. 2481.



**THE TIMES EDUCATIONAL SUPPLEMENT 2.4.82**

**ADMINISTRATION LEA**  
continued

**ROTHAMPTON INSTITUTE**  
Digby Stuart  
Froebel  
Southlands  
Whitlands

Courses offered by the Rothampton Institute of Higher Education are in combined studies leading to University first and higher degrees.

### ASSISTANT REGISTRAR

Applications are invited for the post of ASSISTANT REGISTRAR at WHITLANDS COLLEGE, West Hill, Putney. The Assistant Registrar at a College is responsible to the Registrar for the day to day running of the office in handling course enquiries, applications, admissions, examinations and records relating to students admitted to the College.

Salary: NCA/PTC Grade AP3 - £6,567 to £7,248 per annum, including London Allowance. Hours are 35 per week, annual holiday entitlement is 22 days, and a superannuation scheme is available.

Application forms and further particulars can be obtained from: S.A. Fennell, Assistant Secretary, Rothampton Institute of Higher Education, Richardson Building, Digby Stuart College, Rothampton Lane, London SW16 6PL. Closing date for applications: Friday, 23 April, 1982.

**SAUDI ARABIAN EDUCATION OFFICER**

The Saudi Arabian Education Office in London seeks an occasional officer with full competence in all matters relating to the British Education System particularly in Higher Education. The task will be primarily advisory and will involve the preparation of reports for the Saudi Arabian Education Office in Riyadh. Salary attractive. Closing date: 15 April 1982.


**EDUCATION DEPARTMENT**  
Gravesend Division

### Divisional Education Officer

£14,340-£15,513 (commencing July)

As the principal local officer of the Education Department he/she will be responsible for the administration of the local education provision in the Division, for the servicing of Governing Bodies and the Local Advisory Body for Education. The Division has some 17,000 pupils attending 60 primary and secondary schools.

Further particulars and application form, returnable by 16 April, from the County Education Officer, Springfield, Maidstone ME14 2LJ, phone (0822) 81411, ext. 2481.



**WEST YONDERTON INTERMEDIATE TREATMENT PROJECT**  
(Quarrier's Homes)

### GROUP WORKER

(Salary Scale £6,696-£8,733 plus 7 1/2% anti-social hours payment)

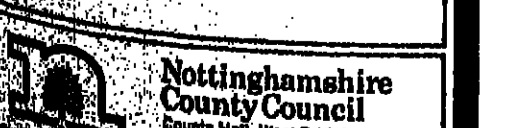
Our parent organisation are committed to new and exciting developments in the child care field. At West Yonderton we have established in the first two years of operation, a viable and demanding child care service. We have available a post for an enthusiastic child-centred worker.

It would require a good understanding of the theory and practice of group work, and the ability to co-work with colleagues in other Agencies, in particular the Social Work Department.

The opportunity is offered to develop a high level of skill and practice in group work.

Applicants must have a Social Work, Youth and Community or Residential Child Care Qualification.

Conditions of service are in accordance with N.J.C. agreements. Superannuation is transferred on successful appointment. For further details and application form contact Ms Helen Walker, West Yonderton 17, Project, Walkinshaw Road, Rainrow PA4 9LP, Renfrewshire. Tel: 041 889 5041. Application forms to be returned by Monday 28th April, 1982.



**LIVERPOOL CAREERS OFFICERS (2)**  
£5,652-£7,137

**SPECIALIST CAREERS OFFICER**  
Must have a degree or equivalent qualification, relevant experience and a Diploma in Careers Guidance advantageous.

### 3. CAREERS OFFICER

To undertake the full range of Careers Officer duties. Must hold a Diploma in Careers Guidance and have had full-time experience in the Careers Service.

Forms available from the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool, L1 6SL by 16th April.

The City Council is an Equal Opportunity Employer and welcomes applications from men and women of all ethnic groups.

**ROTHAMPTON INSTITUTE**

Apply in writing for a job description to the Director, Institute of Higher Education, 3 Upper Richmond Road, Putney, London SW15 2NU. Candidates will be interviewed on Thursday, 27th May, 1982. Closing date for applications: 30th April, 1982 (148282)

### ADMINISTRATIVE ASSISTANT

(salary scale £5,285-£8,925 per annum) or

### ASSISTANT SECRETARY GRADE I

(salary scale £5,285-£10,575 per annum)

The Board invites applications for appointment to its staff in Manchester at one of the above grades. Appointment will be made at the grade and salary appropriate to the qualifications and experience of the person concerned and will carry full USS benefits. Applicants must be university graduates or hold an equivalent qualification.

Further details together with an application form may be obtained from the Secretary, Joint Matriculation Board, Manchester M16 8EU. Envelopes should be marked "Administrative Staff (B)". Completed application forms must be returned by 23 April, 1982.

C. Vickerman  
Secretary to the Board

**JOINT MATRICULATION BOARD**  
(Universities of Manchester Liverpool Leeds Sheffield and Birmingham)

### ADMINISTRATIVE ASSISTANT

(salary scale £5,285-£8,925 per annum)

or

### ASSISTANT SECRETARY GRADE I

(salary scale £5,285-£10,575 per annum)

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C. Vickerman  
Secretary to the Board

**SCHOOLS COUNCIL/ASSOCIATION for Science Education**

### Secondary Science Curriculum Review

Applications are invited for the post of DEPUTY DIRECTOR of the major review of science education in secondary schools in England, Wales and Northern Ireland.

The aim of the Review is to devise a science curriculum for all pupils, whatever their ability or career intentions, receive an appropriate science education. The Review, during the period 1983-86, will involve a strong emphasis on school science curriculum development set within a broad strategic framework developed nationally.

The successful candidate will have wide experience of schools and of science education policy and will be able to work effectively with those in senior positions in education, industry and commerce. He/she will co-ordinate the work of a diverse range of research and development groups.

The appointment is for four years from September 1982. Salary will be on the scale £7,880-£12,948 (under review) plus London Allowance (£1,067) for a London based appointment (not essential); secondment may be negotiated.

Full details and application forms are available from: Mrs A. C. Stewart, Schools Council, 180 Great Portland Street, London W1N 6LL. Telephone: 01-880 0362, Ext. 428. Closing date 21 April, 1982.

**BRADFORD METROPOLITAN COUNCIL**  
TEACHER/PLAYER OF VIOLIN/VIOLA

A vacancy has occurred in the instrumental teaching force for full-time teachers of the violin.

The person appointed will work under the supervision of the Director of Music and in addition will be responsible for the instrumental teaching duties in schools. He/she will assist at one of the at least one of the instrumental recitals in the demonstration concerts in schools.

For consideration of this post is available for suitable candidates who are qualified to teach in a relevant subject area, a minimum of four years' recent relevant teaching experience and appropriate examining experience.

Further information and an application form may be obtained from the Secretary, Examinations, Bradford City Council, Victoria Buildings, Bradford, West Yorkshire, BD1 1BG, by 16th April, 1982. Closing date for applications: 16th April, 1982. Reference: ET 1608/82/ET.

Bradford is an Equal Opportunity Employer.

**LIBRARIANS**

**CAMBRIDGESHIRE CAMBRIDGESHIRE**

Peterborough Division  
State Librarian  
General Librarian  
General Librarian  
£6,651

Applicants should be suitably qualified Librarians possessing a working knowledge of English and at least three of the following languages: French, Italian, Spanish, German and preferably have had Public Library experience.

Further details and application forms available from the Chief Librarian, Peterborough Division, Peterborough City Library, Broadway, Peterborough PE1 1BA. Telephone: 0535 2525. Closing date for applications: 16th April, 1982.

**MISCELLANEOUS**

Teachers required to promote exchange visits with French and Italian schools. Job involves visiting schools and arranging for exchange of 6 to 8 weeks, giving full details and references. (44873) £6000

**METROPOLITAN BOROUGH OF NORTH TYNESIDE**  
EDUCATION COMMITTEE


### EDUCATION SPECIAL SUPPORT SERVICE

### HEAD OF SERVICE

Salary Headteacher Group 7: £11,703-£12,810

We are seeking a Head for a new service which will help all the schools throughout the Borough to meet the needs of pupils with learning difficulties or other special educational needs. The person appointed should have varied experience of helping children with special educational needs and should have already held a major part in the development of this new service. It is hoped to make an appointment with effect from 1st September, 1982.

Further details and application forms are obtainable on receipt of a s.a.e. from the Director of Education, The Chase, North Shields NE29 0HW, to whom applications should be returned by 30th April, 1982.



**THE ASSOCIATED EXAMINING BOARD**

The Board invites applications for the post of MODERATOR in EUROPEAN ADVICE (ALTERNATIVE) ORDINARY written paper, for the 1984 examination.

Applicants should have a degree or equivalent qualification in a relevant subject area, a minimum of four years' recent relevant teaching experience and appropriate examining experience.

Further information and an application form may be obtained from the Secretary, Examinations, Bradford City Council, Victoria Buildings, Bradford, West Yorkshire, BD1 1BG, by 16th April, 1982. Closing date for applications: 16th April, 1982. Reference: ET 1608/82/ET.

